

# **Native Hawaiian Education Act Programs Application Package**

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**Section A.**  
**Letter from the Assistant Secretary for Elementary and  
Secondary Education**

Dear Applicant:

Thank you for your interest in the Native Hawaiian Education Act Programs. This application covers both the Native Hawaiian Curriculum Development, Teacher Training and Recruitment Program and the Family-Based Education Centers (FBEC) Program. Both are authorized under Title IX, Part B of the Improving America's Schools Act of 1994. Information on available funding for both programs in fiscal year 1999 is also included.

This application booklet contains the instructions, forms and other information needed to submit a complete application for both the Curriculum Development, Teacher Training and Recruitment Program and the FBEC Program. You may use the information contained in this application package to apply for one or both of the programs.

The Curriculum Development, Teacher Training and Recruitment Program supports the following purposes:

(1) the development of curricula to address the needs of Native Hawaiian elementary and secondary students, which may include programs of instruction conducted in the Native Hawaiian language and mathematics and science; (2) pre-teacher training to ensure that student teachers within the State are prepared to better address the unique needs of Native Hawaiian students; (3) inservice teacher training to ensure that teachers are prepared to better address the unique needs of Native Hawaiian students; and (4) the development and implementation of teacher recruitment programs designed to enhance teacher recruitment and to increase the number of teachers who are of Native Hawaiian ancestry. A copy of the Priorities Notice for the Curriculum Development, Teacher Training and Recruitment Program describes the absolute priorities established for that program, and the selection criteria that will be used to evaluate applications are shown in the Notice Inviting Applications.

The FBEC Program supports the following purposes:

(1) parent-infant programs for prenatal through three-year-olds; (2) preschool programs for four- and five-year-olds; (3) continued research and development; and (4) a long-term follow-up and assessment program, which may include educational support services for Native Hawaiian language immersion programs or transition to English speaking programs. A copy of the Notice Inviting Applications for the FBEC Program describes the invitational priority for that program, and the selection criteria that will be used to evaluate the applications reviewed are included as well.

It is important for you to know that as part of a government-wide effort to improve the performance and accountability of all Federal programs, the Government Performance and Results Act (GPRA) requires the development and use of performance indicators to set goals for program performance and to measure and report program results. The Native Hawaiian Performance Indicators will be used to highlight information that you submit as part of your application and that is most important to your assessment of the programs authorized by the Native Hawaiian Education Act as required by GPRA.

We look forward to receiving your application and appreciate your efforts to promote excellence in education through the innovative programs you conduct for Native Hawaiian students.

Sincerely,

Judith Johnson  
Acting Assistant Secretary

## Section B. Family-Based Centers Program Application Notice

4000-01-U

DEPARTMENT OF EDUCATION

(CFDA No.: 84.209A)

The Native Hawaiian Family-Based Education Centers Program

AGENCY: Department of Education

ACTION: Notice inviting applications for new awards for fiscal year (FY) 1999.

PURPOSE OF PROGRAM: To expand the operation, throughout the Hawaiian Islands, of Family-Based Education Centers that include: (1) parent-infant programs for prenatal through three-year-olds; (2) preschool programs for four- and five-year-olds; (3) continued research and development; and (4) a long-term follow-up and assessment program, which may include educational support services for Native Hawaiian language immersion programs or transition to English speaking programs.

ELIGIBLE APPLICANTS: Native Hawaiian educational organizations or educational entities with experience in developing or operating Native Hawaiian programs or programs of instruction conducted in the Native Hawaiian language.

DEADLINE FOR TRANSMITTAL OF APPLICATIONS:

DEADLINE FOR INTERGOVERNMENTAL REVIEW: [INSERT 60 days after date of publication in the **Federal Register**].

AVAILABLE FUNDS: \$2 million.

ESTIMATED NUMBER OF AWARDS: 1 to 2.

ESTIMATED SIZE OF AWARDS: \$1,000,000.

ESTIMATED RANGE OF AWARDS: \$1,000,000 - \$2,000,000.

NOTE: These estimates are projections for the guidance of potential applicants. The Department is not bound by any estimates in this notice.

PROJECT PERIOD: Up to 36 months.

APPLICABLE REGULATIONS: The Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 74, 75, 77, 79, 81, 82, and 85.

INVITATIONAL PRIORITY: Under the Family-Based Education Centers Program, the Secretary is particularly interested in receiving applications from eligible entities whose projects would include the development and implementation of an appropriate, culturally-relevant Native Hawaiian early education and care information system. The system would provide information relative to the specific needs and strengths in Native Hawaiian early childhood services, including: (1) a determination of the existence, use, and effectiveness of programs and services available to Native Hawaiians; (2) within existing data collection efforts statewide, an identification of critical areas of need for services for Native Hawaiians; (3) a determination of the numbers and demographics of Native Hawaiians in each age group, prenatal

through age five, that have need for strengthened services; (4) an assessment of the quality of existing services; (5) an identification of the gaps in services to that age group; and (6) a determination of where additional data needs to be gathered and a means of defining culturally-compatible measures for the collection of such data. The Secretary is especially interested in receiving proposals from entities that would address the early education and care needs of the targeted population through comprehensive, collaborative efforts with other appropriate organizations and agencies.

An application that meets this invitational priority receives no competitive or absolute preference over applications that do not meet the priority. However, all proposals under the Family-Based Education Centers competition must address the four components in section 9205 of the Elementary and Secondary Education Act, as outlined in the "Purposes of Programs" section of this Notice.

SELECTION CRITERIA: The Secretary will use the following selection criteria in 34 CFR 75.210 to evaluate applications under this competition. The maximum score for all of the selection criteria is 100 points. The maximum score for each criterion is indicated in parenthesis with the criterion. The criteria are as follows:

- (a) Significance (15 points). (1) The Secretary considers

the significance of the proposed project.

(2) In determining the significance of the proposed project, the Secretary considers the following factors:

(i) The significance of the problem or issue to be addressed by the proposed project.

(ii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

(b) Quality of the project design (35 points). (1) The Secretary considers the quality of the design of the proposed project.

(2) In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements.

(ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(iii) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

(c) Quality of project personnel (10 points). (1) The Secretary considers the quality of the personnel who will carry

out the proposed project.

(2) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been under represented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

(i) The qualifications, including relevant training and experience, of the project director.

(ii) The qualifications, including relevant training and experience, of key project personnel.

(iii) The qualifications, including relevant training and experience, of project consultants or subcontractors.

(d) Adequacy of resources (5 points). (1) The Secretary considers the adequacy of resources for the proposed project.

(2) In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

(ii) The extent to which the budget is adequate to support the proposed project.

(e) Quality of the management plan (15 points). (1) The



Secretary considers the quality of the management plan for the proposed project.

(2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, time lines, and milestones for accomplishing project tasks.

(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

(iii) The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(f) Quality of the project evaluation (20 points). (1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

(2) In determining the quality of the evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.

(ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly

related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

FOR APPLICATIONS OR INFORMATION CONTACT: Madeline E. Baggett,  
U.S. Department of Education, 400 Maryland Avenue, S.W.,  
Washington, D.C. 20202-6140. Telephone (202) 260-2502.

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<http://ocfo.ed.gov/fedreg.htm> or <http://www.ed.gov/news.html>.

To use the pdf you must have the Adobe Acrobat Reader Program with Search, which is available free at either of the previous sites. If you have questions about using the pdf, call the U.S. Government Printing Office toll free at 1-888-293-6498.

Note: The official application notice for a discretionary grant competition is the notice published in the **Federal Register**.

PROGRAM AUTHORITY: 20 U.S.C. 7905.

Dated:

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Judith Johnson,  
Acting Assistant Secretary  
Elementary and Secondary Education.

**Section C.**  
**Curriculum Development, Teacher Training and Recruitment**  
**Program Application Notice**

4000-01-U

DEPARTMENT OF EDUCATION

(CFDA No.: 84.297A)

The Native Hawaiian Curriculum Development, Teacher Training and Recruitment Program

AGENCY: Department of Education

ACTION: Notice inviting applications for new awards for fiscal year (FY) 1999.

PURPOSES OF PROGRAM: The Native Hawaiian Curriculum Development, Teacher Training and Recruitment Program supports --

(1) Curricula -- the development of curricula to address the needs of Native Hawaiian students, particularly elementary and secondary students, which may include programs of instruction conducted in the Native Hawaiian language and mathematics and science curricula incorporating the relevant application of Native Hawaiian culture and traditions;

(2) Preteacher training -- the development and implementation of preservice teacher training to ensure that student teachers within the State, particularly those who are likely to be employed in schools with a high concentration of Native Hawaiian students, are prepared to better address the

unique needs of Native Hawaiian students within the context of Native Hawaiian culture, language, and traditions;

(3) Inservice teacher training -- the development and implementation of inservice teacher training to ensure that teachers, particularly those employed in schools with a high concentration of Native Hawaiian students, are prepared to better address the unique needs of Native Hawaiian students within the context of Native Hawaiian culture, language, and traditions; and

(4) Teacher recruitment -- the development and implementation of teacher recruitment programs to enhance teacher recruitment within communities with a high concentration of Native Hawaiian students and to increase the numbers of teachers who are of Native Hawaiian ancestry.

Consistent with these statutory purposes, the Secretary has established absolute priorities that will govern the distribution of funds under the program.

ELIGIBLE APPLICANTS: Native Hawaiian educational organizations or educational entities with experience in developing or operating Native Hawaiian programs or programs of instruction conducted in the Native Hawaiian language.

DEADLINE FOR TRANSMITTAL OF APPLICATIONS:

DEADLINE FOR INTERGOVERNMENTAL REVIEW: [INSERT 60 days after date of publication in the **Federal Register**].

AVAILABLE FUNDS: \$1,500,000.

ESTIMATED NUMBER OF AWARDS: 1-2 awards in each of the six absolute priority categories.

ESTIMATED SIZE OF AWARDS: \$125,000.

ESTIMATED RANGE OF AWARDS: \$125,000 - \$250,000.

NOTE: These estimates are projections for the guidance of potential applicants. The Department is not bound by any estimates in this notice.

PROJECT PERIOD: Up to 36 months.

APPLICABLE REGULATIONS: The Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 74, 75, 77, 79, 81, 82, and 85.

ABSOLUTE PRIORITIES: The Secretary has published elsewhere in this issue of the **Federal Register** a notice of final priorities, which establishes absolute priorities in the following areas under the Curriculum Development, Teacher Training and Recruitment Program: (1) computer literacy and technology education; (2) agriculture education partnerships; (3) astronomy; (4) indigenous health; (5) waste management; and (6) prisoner education programs.

Under 34 CFR 75.105(c)(3), the Secretary will fund under this competition only applicants that meet one of the absolute priorities.

STATUTORY PRIORITIES: In accordance with section 9209(b) of the Elementary and Secondary Education Act, the Secretary gives priority to awarding grants for activities that --

(1) focus on the needs of at-risk youth; or

(2) employ a program of instruction conducted in the Native Hawaiian language.

These statutory priorities are embedded in the selection criteria for this competition.

SUPPLEMENTARY INFORMATION: Applications will be reviewed on the basis of the selection criteria included in this notice. All funded projects must meet one of the absolute priorities. While applicants have discretion in determining how best to address the absolute priorities, the Secretary is particularly interested in receiving quality proposals that include the components described below. Funded proposals may lack some of these specific components, but address the absolute priorities in other effective ways.

(1) Computer literacy and technology education. While computer skills have become increasingly necessary for both academic and employment success in today's society, many Native Hawaiian students lack meaningful access to computers and computer training. The Secretary believes that high quality computer literacy and technology education programs should be conducted for Native Hawaiian elementary and secondary school

students. These model programs should consist of curricula development, teacher training, and programs of instruction designed to increase both academic and career opportunities for elementary and secondary students. In providing these services, eligible entities are encouraged to partner with other organizations or institutions with expertise in utilizing state-of-the-art centralized computer systems and teleconferencing capabilities.

(2) Agriculture education partnerships. In order to improve the economic and social conditions in many rural areas of Hawaii, the Secretary supports the expansion of partnerships between community-based agricultural businesses and high schools with high concentrations of Native Hawaiian students. These agriculture education partnerships will integrate agricultural and business practices into high school curricula through model programs involving curricula development, teacher training, and instructional programs.

(3) Astronomy. The Secretary believes that the development of instructional programs for elementary and secondary school students in astronomy would assist Native Hawaiians in reaching challenging science and mathematics standards. Model programs would include the development of culturally appropriate advanced mathematics and science curricula based upon recent scientific findings in the field



of astronomy. Exposure to the use of observatory and other astronomical equipment as well as other experiential and hands-on activities would be fostered through such programs.

(4) Indigenous health programs. Because of a lack of available instruction in Native Hawaiian traditional medicine, knowledge of traditional healing practices is being lost for younger generations of Native Hawaiians. Younger Native Hawaiians are not being trained adequately, for example, on where traditional medicines can be found, how they are harvested in a manner that will conserve the resource, and how such medicines are to be applied. The Secretary believes that this problem can be addressed through the support of teacher training, curriculum development, and instructional activities in traditional medicine.

(5) Prisoner education. In Hawaii, the number of incarcerated Native Hawaiians, including Native Hawaiian juveniles, far exceeds their relative percentage in the State=s population. The Secretary believes that a successful prisoner education program would target convicted, at-risk Native Hawaiian youths as an alternative to incarceration. A comprehensive program should consist of prevention, intervention and treatment services as well as education, job training, judicial and case management

services. A funded applicant should have experience in working with and in encouraging the re-integration of youth offenders into schools or career paths or both within the community in a culturally sensitive manner. To help ensure success of the program, funded applicants should work in partnership with the Hawaii State Department of Labor and Industrial Relations, the Office of Youth Services, and other appropriate agencies.

(6) Waste management treatment programs. Funds under this priority support curriculum development, teaching training, and instructional programs related to the study and documentation of traditional Hawaiian practices of sustainable waste management, including activities to prepare Native Hawaiians to participate actively in the risk assessment and remediation of environmental health hazards that impact upon Native Hawaiians. A successful applicant should have specific knowledge of the capacities of Native Hawaiian plants and animals to contribute to the management of modern waste materials. The applicant should have experience in educational programming, especially for elementary and secondary school grades, so that knowledge about traditional Hawaiian methods of sustainable waste management can be developed and used. The project may include an emphasis on environmental technologies applicable

to the remediation of environmental health risks to Hawaiian homelands and surplus Federal lands subject to reuse.

SELECTION CRITERIA: The Secretary will use the following selection criteria in 34 CFR 75.210 to evaluate applications under this competition. Under the criterion "Quality of the project design", the factors are weighed in accordance with the points indicated. With respect to the other criteria, the factors under each criterion are weighed equally. The maximum score for all of the selection criteria is 100 points. The maximum score for each criterion, and the factors within each criterion, are as follows:

(a) Significance (15 points). (1) The Secretary considers the significance of the proposed project.

(2) In determining the significance of the proposed project, the Secretary considers the following factors:

(i) The significance of the problem or issue to be addressed by the proposed project.

(ii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

(b) Quality of the project design (35 points). (1) The Secretary considers the quality of the design of the proposed project.

(2) In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements. (10 points)

(ii) The extent to which the proposed project represents an exceptional approach to the priorities established for the competition. (10 points)

(iii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (10 points)

(iv) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (5 points)

(c) Quality of project personnel (10 points). (1) The Secretary considers the quality of the personnel who will carry out the proposed project.

(2) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been under

represented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

(i) The qualifications, including relevant training and experience, of the project director.

(ii) The qualifications, including relevant training and experience, of key project personnel.

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(d) Adequacy of resources (5 points). (1) The Secretary considers the adequacy of resources for the proposed project.

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(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

(ii) The extent to which the budget is adequate to support the proposed project.

(e) Quality of the management plan (15 points). (1) The Secretary considers the quality of the management plan for the proposed project.

(2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, time lines, and milestones for accomplishing project tasks.

(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

(iii) The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(f) Quality of the project evaluation (20 points). (1)  
The Secretary considers the quality of the evaluation to be conducted of the proposed project.

(2) In determining the quality of the evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.

(ii) The extent to which the methods of evaluation include the use of objective performance measures that are

clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

FOR APPLICATIONS OR INFORMATION CONTACT: Madeline E. Baggett, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-6140. Telephone (202) 260-2502. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 between 8 a.m. and 8 p.m., Eastern time, Monday through Friday.

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Note: The official application notice for a discretionary grant competition is the notice published in the **Federal Register**.

PROGRAM AUTHORITY: 20 U.S.C. 7909.

Dated:

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Judith Johnson,  
Acting Assistant Secretary for  
Elementary and Secondary Education



## Section D. Priority Notice

4000-01-U

DEPARTMENT OF EDUCATION

Office of Elementary and Secondary Education

AGENCY: Department of Education

ACTION: Notice of Final Funding Priorities for Fiscal Year (FY) 1999 under the Native Hawaiian Curriculum Development, Teacher Training, and Recruitment Program

SUMMARY: The Secretary announces final funding priorities for fiscal year (FY) 1999 under the Native Hawaiian Curriculum Development, Teacher Training, and Recruitment Program.

Under the priorities, funds under the Native Hawaiian Curriculum Development, Teacher Training and Recruitment Program will be used to support activities in the areas of (1) computer literacy and technology education, (2) agriculture education partnerships, (3) astronomy, (4) indigenous health, (5) waste management, and (6) prisoner education.

EFFECTIVE DATE: [INSERT date 30 days after date of publication in the **FEDERAL REGISTER**].

SUPPLEMENTARY INFORMATION: On December 29, 1998, the Secretary published in the **Federal Register** a notice of proposed funding priorities announcing that the Secretary intended to use \$1,500,000 of FY 1999 funds available under the Curriculum Development, Teacher Training and Recruitment Program to fund one or two projects in each of six identified priority categories: (1) computer literacy and technology education, (2) agriculture education partnerships, (3) astronomy, (4) indigenous health, (5) waste management, and (6) prisoner education. This notice announces the final funding priorities for the program.

NOTE: This notice of final funding priorities does not solicit applications. A notice inviting applications under this competition is published in a separate notice in this issue of the **Federal Register**.

#### Analysis of Comments and Changes

Four parties submitted various comments in response to the Secretary's notice of proposed funding priorities for the program.

Comment: One commenter recommended that the Department run a broader competition without any absolute priorities.

Discussion: The Secretary believes that the absolute priorities are necessary to help focus limited resources on addressing some of the specific needs of the Native Hawaiian community.

Changes: None.

Comment: One commenter suggested that the Department support a new Native Hawaiian student-centered academy, governed by a local school board, and independent of the Hawaii Department of Education.

Discussion: The Secretary believes that the priorities that have been adopted better further the statutory purposes of the program.

Changes: None.

Comments: The other two commenters were generally supportive of the priorities, and offered various suggestions for strengthening or clarifying some of the priorities. These commenters also recommended that the Department continue to support activities in the field of aquaculture. In addition, one of the two commenters recommended that the astronomy priority be expanded to include support of educational and training opportunities for all grade levels, including

community college, baccalaureate, graduate, and postgraduate levels.

Discussion: The Department has just completed the support of aquaculture projects under this program, and has determined that it would be more appropriate at this time to use the resources available to fund new projects in the identified priority categories. Furthermore, the Secretary believes that the astronomy priority as originally proposed better meets the statutory purposes of the program.

The Secretary believes that many of the other suggestions from these commenters, which form the basis for the additional program design information provided in the notice inviting applications for new awards published elsewhere in this issue of the **Federal Register**, can be incorporated into applications as part of the proposed projects.

Changes: None.

**ABSOLUTE PRIORITIES:** Under 34 CFR 75.105(c)(3), the Secretary gives an absolute preference to applications that focus entirely on activities in one of the following six areas:

(1) Computer literacy and technology education -- to support curriculum development, teacher training and model programs designed to increase computer literacy and access for Native Hawaiian elementary and secondary school students;

(2) Agriculture education partnerships -- to support the integration of agricultural and business practices into high school curriculum through the expansion of partnerships between community-based agricultural businesses and high schools with high concentrations of Native Hawaiian students;

(3) Astronomy -- to support the development of educational programs in astronomy for Native Hawaiian elementary and secondary school students to assist them in reaching

challenging science and mathematics standards and to encourage them to enter the field of astronomy;

(4) Indigenous health -- to support curriculum development, teacher training, and instruction activities that will foster a better understanding and knowledge of Native Hawaiian traditional medicine, particularly among Native Hawaiian elementary and secondary students;

(5) Waste management innovation -- to study and document traditional Hawaiian practices of sustainable waste management and to prepare teaching materials for educational purposes and for demonstration of the use of native Hawaiian plants and animals for waste treatment and environmental remediation; and

(6) Prisoner education -- to support programs that target juvenile offenders and/or youth at risk of becoming juvenile offenders. Comprehensive and culturally sensitive strategies for reaching the target population will include family counseling, basic education/job skills training, and the involvement of community elders as mentors.

The Secretary funds under the FY 1999 competition under this program only applicants that meet one of these absolute priorities.

FOR FURTHER INFORMATION CONTACT: Beth Baggett, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-6140. Telephone (202) 260-2502.

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PROGRAM AUTHORITY: 20 U.S.C. 7905.

Dated:

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Judith Johnson,  
Acting Assistant Secretary  
Elementary and Secondary Education.

## **Section F. Application Instructions and Forms**

### **GENERAL INSTRUCTIONS**

#### **APPLICATION ORDER**

It is recommended that your application be organized in the following manner and include the following parts:

#### **Part I: Project Abstract**

A 1-2 page abstract describing the proposed project, including the objectives and educational outcomes for Native Hawaiian students served by the project, is highly recommended.

#### **Part II: Application for Federal Assistance (Standard Form 424 (Rev. 4 88)).**

This part of your application consists of the standard application face page on which you provide identifying information about the applicant and the application. Specific instructions for completing this form are located on the back of the form.

#### **Part III: Assurances and Certificates**

Be certain to include all assurances and certifications, and sign each form in the appropriate place. The assurances and certifications included in this package are:

- o Assurances - Nonconstruction Programs
- o Certifications Regarding Lobbying; debarment, Suspension and Other Responsibility matters; and Drug-Free Workplace Requirements

#### **Part IV: Budget Form and Information (Standard Form 524).**

This part of your application contains information about the Federal funding you are requesting. Remember that you must provide complete budget information for each of the years (1-5) of the proposed project. Specific instructions for completing the budget forms and information immediately follow the form. Remember that Section C requires an itemized budget breakdown by project year and requests other explanations or comments deemed necessary.

#### **Part V: Program Narrative**

The program narrative is limited to 25 pages for applications for the Family-Based Education Centers Program and the Curriculum Development, Teacher Training and Recruitment Program. Applications submitted under each program should be developed in accordance with the application requirements set forth in the Native Hawaiian Education Act and in the selection criteria established for each of the programs. Review the program statute carefully to ensure that you fully understand the purposes of the Family-Based Education Centers Program and the Curriculum Development, Teacher Training and Recruitment Program and the types of activities that can be supported under each program. Also, you should carefully review the selection criteria established for both the Family-Based Education Centers

Program and for the Curriculum Development, Teacher Training and Recruitment Program.

Some of the information that you provide in your narrative addressing the selection criteria may also serve as a "data source" for the Native Hawaiian Education Act performance indicators #1 and #2, which apply to elementary and secondary education programs. As you formulate your proposed project objectives and evaluation plans, it may be helpful to review the performance indicators to see how program narrative that is referenced in the performance indicators may be aligned to the specific Native Hawaiian Education Act performance indicator objectives. A copy of the performance indicators has been included in this application package for your information.

**No grant may be awarded unless a complete application has been received.**

**Be sure to submit one original and four copies of the completed application.**

## **REQUIRED FORMS**

- Cover Page – ED Form 424 and instructions
- Budget Summary Form – ED Form 524 and instructions
- Standard Form 424B--Assurances, Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements – ED Form 80-0013
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions – ED Form 80-0014
- Disclosure of Lobbying Activities – Standard Form LLL

The forms listed above are required in all application submissions. They are included in the printed application package, but not in the electronic package on the ED web site. If you download the electronic package, you must also download the required forms, which are available at:

<http://ocfo.ed.gov/grntinfo/appforms.htm>

If you do not have access to this web site, please fax your request for these forms to (202) 208-3882. Please be sure to include your return fax number and/or mailing address.



## Section G. Transmittal Instructions and Checklist

### APPLICATION TRANSMITTAL INSTRUCTIONS

An application for an award must be mailed or hand-delivered by the closing date.

#### Applications Sent by Mail

An application sent by mail must be addressed to the U.S. Department of Education, Coordination and Control Branch, Attention: CFDA #84.\_\_\_\_ (Be sure to include the correct numeric and alpha description -e.g. 84.320A), 400 Maryland Avenue, SW, Washington, DC 20202-4725.

An application must show proof of mailing consisting of one of the following:

- (1) **A legibly dated U.S. Postal Service Postmark.**
- (2) **A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.**
- (3) **A dated shipping label, invoice, or receipt from a commercial carrier.**
- (4) **Any other proof of mailing acceptable to the U.S. Secretary of Education.**

If an application is sent through the U.S. Postal Service, the Secretary does not accept either of the following as proof of mailing:

- (1) **A private metered postmark, or**
- (2) **A mail receipt that is not dated by the U.S. Postal Service.**

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

An applicant is encouraged to use registered or at least first class mail.

Each late applicant will be notified that its application will not be considered.

#### Applications Delivered by Hand/Courier Service

An application that is hand-delivered must be taken to the U.S. Department of Education, Coordination and Control Branch, Room 3633, General Services Administration National Capital Region, 7<sup>th</sup> and D Streets, S.W., Washington, D.C. 20202-4725.

The Coordination and Control Branch will accept deliveries between 8:00 a.m., and 4:30 p.m. (Washington, D.C. Time) daily, except Saturdays, Sundays, and Federal holidays.

Individuals delivering applications must use the D Street Entrance. Proper identification is necessary to enter the building.

In order for an application sent through a Courier Service to be considered timely, the Courier Service must be in receipt of the application on or before the closing date.

## APPLICATION CHECK LIST

Does your application include the following?:

- ☐ abstract
- ☐ Cover Page (SF 424)
- ☐ Budget Form (ED Form 524)
- ☐ Itemized budget and other budget information
- ☐ Program narrative (i.e. selection criteria and performance indicators)
- ☐ the GEPA 427 Requirement
- ☐ Assurances and Certifications
  - ☐ Assurances - Nonconstruction Programs
  - ☐ Certifications Regarding Lobbying; Debarment; Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements
  - ☐ Certification Regarding Debarment, Suspension, Ineligibility & Voluntary Exclusion - Lower Tier Covered Transactions
  - ☐ Disclosure of Lobbying Activity

Have you:

- ☐ Provided one original and four copies of the application
- ☐ Included all required forms with original signatures and dates?
- ☐ Submitted a copy of the application to the State Single Point of Contact? (If applicable)
- ☐ Mail Application To:

Native Hawaiian Program  
ATTN: CFDA No. 84.209 and/or 84.297  
U.S. Department of Education  
Application Control Center  
7th and D Streets, SW, Room 3633  
Washington, D.C. 20202-4725

## **Section H. Native Hawaiian Performance Indicators**

<b>Native Hawaiian Education Program--\$20,000,000 (FY 2000)</b>			
<b>Goal:</b> To assist the Native Hawaiian population achieve to challenging standards through supporting supplemental programs that meet their unique needs.			
<b>Relation of Program to Strategic Plan:</b> The Education for Native Hawaiians program supports objectives 1.1 and 2.4 of the Department's Strategic Plan. The program provides assistance for educational services that meet the special needs of Native Hawaiian children and families so that these children can learn to high standards.			
<b>Objective</b>	<b>Indicators</b>	<b>Performance Data</b>	<b>Sources, Periodicity, Next Update</b>
<b>1. Native Hawaiian students will enter school ready to learn and achieve to high standards.</b>	<b>1.1 Children's school readiness.</b> Increasing percentages of Native Hawaiian children will improve on measures of school readiness and literacy.	<i>In 1997-98, approximately 3,000 Native Hawaiian students participated in curriculum and instructional programs supported by this program.</i>	1.1 Performance reports, annual, 1999.
	<b>1.2 Challenging curriculum.</b> Increasing numbers of Native Hawaiian students will participate in challenging, culturally-based curriculum and instructional programs.		1.2 Performance reports, annual, 1999.
<b>2. Teachers will receive training and have access to instructional resources that meet the unique educational needs of Native Hawaiian students.</b>	<b>2.1 Professional development.</b> The number of teachers of Native Hawaiian students who will be prepared to address Native Hawaiians unique needs will increase each year.	<i>In 1997-98 500 teachers participated in professional development activities to address the needs of Native Hawaiian students.</i>	2.1 Performance reports, annual, 1999.
<b>3. Native Hawaiian students will have access to a postsecondary education.</b>	<b>3.1 Undergraduate enrollment and completion.</b> Increasing percentages of Native Hawaiian students will attend and complete postsecondary institutions in comparison with historic trends for the Native Hawaiian population.	<i>In 1997-98, Native Hawaiians represented 13% of enrollment in the University of Hawaii system.</i>	3.1 Performance report by Kamehameha Schools Bishop Estate, annual, 1998
<b>Key Strategies</b>			
<ul style="list-style-type: none"> <li>❖ Program staff will share promising models, approaches, and research with Native Hawaiian projects.</li> <li>❖ Program staff will share information on effective parent involvement models and approaches from Title I and other Department of Education programs.</li> <li>❖ Program staff will help facilitate networking among schools, Native Hawaiian education organizations, and resource centers to address the needs of Native Hawaiian students.</li> <li>❖ OPE will provide information on counseling, support services, and other promising activities that meet the needs of at-risk students and encourage their inclusion in postsecondary programs.</li> </ul>			

## **Section I. Other Important Information and Notices**

### **NOTICE TO ALL APPLICANTS**

Thank you for your interest in this program. The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new discretionary grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: gender, race, national origin, color, disability, or age. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, etc. from equitable access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to

distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### **Estimated Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1801-0004 (Exp. 8/31/98). The time required to complete this information collection is estimated to vary from 1 to 3 hours per response, with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651.

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Executive Order 12372 - Intergovernmental Review

The Education Department General Administrative Regulations (EDGAR), 34 CFR 79, pertaining to intergovernmental review of Federal programs, apply to the program(s) included in this application package.

This program is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79.

The objective of the Executive order is to foster an intergovernmental partnership and to strengthen federalism by relying on State and local processes for State and local government coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each State under the Executive order. If you want to know the name and address of any State Single Point of Contact, see the list published in the Federal Register on September 21, 1992 (57 FR 43526).

In States that have not established a process or chosen a program for review, State, areawide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, areawide, regional, and local entities must be mailed or hand-delivered by the date indicated in this notice to the following address: The Secretary, E.O. 12372-CFDA No. 84.083 A and B, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

Proof of mailing will be determined on the same basis as applications (see CFR 75.102). Recommendations or comments may be hand-delivered until 4:30p.m. (Washington, D.C. time) on the date indicated in this notice.

PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME AS THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION. DO NOT SEND APPLICATION TO THE ABOVE ADDRESS.



**IMPORTANT NOTICE TO PROSPECTIVE  
PARTICIPANTS IN U.S. DEPARTMENT OF EDUCATION  
CONTRACT AND GRANT PROGRAMS**

**GRANTS**

Applicants for grants from the U.S. Department of Education (ED) have to complete for limited funds.

Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste.

For these reasons, ED must set strict deadlines for grant applicants. Prospective applicants can avoid disappointment if they understand that.

Failure to meet a deadline will mean that an applicant will be rejected without any consideration whatever.

The rules, including the deadline, for applying for each grant are published, individually, in the Federal Register. A one-year subscription to the Register may be obtained by sending \$340.00 to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402-9371. (Send check or money order only, no cash or stamps.)

The instructions in the Federal Register must be followed exactly. Do not accept any other advice you may receive. No ED Employee is authorized to extend any deadline published in the Register.

Questions regarding submission of applicants may be addressed to:

U.S. Department of Education  
Application Control Center  
Washington, D.C. 20202-4725

**CONTRACTS**

Competitive procurement actions undertaken by the ED are governed by the Federal Procurement Regulation and implementing ED Procurement Regulation.

Generally, prospective competitive procurement actions are synopsized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP).

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP. Questions regarding the submission of offers should be addressed to the Contract Specialist identified on the face page of the RFP.

Offerors are judged in competition with others, any failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No ED employee is authorized to consider a proposal which is non-responsive to the RFP.

A subscription to the CBD is available for 208.00 per year via second class mailing or \$261.00 per year via first class mailing. Information included in the Federal Acquisition Regulation is contained in Title 48, Code of Federal Regulations, Chapter 1 (\$49.00). The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents  
U.S. Government Printing Office  
Washington, D.C. 20402-9371

In an effort to be certain this important information is widely disseminated, this notice is being included in all ED mail to the public. You may, therefore, receive more than one notice. If you do, we apologize for any annoyance it may cause you.

## **GRANT APPLICATION RECEIPT ACKNOWLEDGMENT**

If you fail to receive the notification receipt within fifteen (15) days from the closing date, call:

U.S. Department of Education  
Application Control Center  
(202) 708-9495

## **GRANT AND CONTRACT FUNDING INFORMATION**

The Department of Education provides information about grant and contract opportunities electronically in several ways:

ED Internet Home Page	<a href="http://www.ed.gov/">http://www.ed.gov/</a> <a href="gopher://gopher.ed.gov">Gopher://gopher.ed.gov</a>	(WWW address) (Gopher address)
GCS Web Internet Page	<a href="http://gcs.ed.gov/">http://gcs.ed.gov/</a> <a href="gopher://gcs.ed.gov/">Gopher://gcs.ed.gov/</a>	(WWW address) (Gopher address)
ED Board Computer BBS`	(202) 260-9950	